



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Holden School

SAU: RSU 63 / MSAD 63

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2010-2011 NCLB Report Card



School: Holden School
SAU: RSU 63 / MSAD 63
Grade: 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	32	32	100	84	82	65	13	72	13	3	32	0
	2009-2010	27	24	89	96	86	73	21	75	4	0	24	0
Female	2008-2009	15	15	100	87	92	70	20	67	13	0		
	2009-2010	14	12	86	100	96	76	25	75	0	0		
Male	2008-2009	17	17	100	82	75	60	6	76	12	6		
	2009-2010	13	12	92	92	77	69	17	75	8	0		
Caucasian/White	2008-2009	30	30	100	83	82	66	13	70	13	3		
	2009-2010	27	24	89	96	86	74	21	75	4	0		
African American/Black	2008-2009	0	0				42						
	2009-2010	0	0				46						
Hispanic	2008-2009	0	0				51						
	2009-2010	0	0				58						
Asian or Pacific Islander	2008-2009	0	0				66						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	2	2	100			64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009	5	5	100	60	69	53	0	60	20	20		
	2009-2010	4	3	75		79	62						
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	5	5	100	40	42	36	0	40	40	20		
	2009-2010	4	1	25			38						
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	0	0				45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

2010-2011 NCLB Report Card



School: Holden School
SAU: RSU 63 / MSAD 63
Grade: 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	37	37	100	65	76	71	3	62	32	3	36	1
	2009-2010	35	34	97	79	75	67	21	59	18	3	33	1
Female	2008-2009	18	18	100	78	83	75	6	72	17	6		
	2009-2010	17	16	94	75	75	71	25	50	19	6		
Male	2008-2009	19	19	100	53	68	67	0	53	47	0		
	2009-2010	18	18	100	83	76	63	17	67	17	0		
Caucasian/White	2008-2009	35	35	100	69	77	71	3	66	29	3		
	2009-2010	32	31	97	81	77	68	16	65	16	3		
African American/Black	2008-2009	0	0				53						
	2009-2010	0	0				43						
Hispanic	2008-2009	0	0				66						
	2009-2010	0	0				59						
Asian or Pacific Islander	2008-2009	0	0				71						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	2	2	100			60						
	2009-2010	3	3	100			64						
Economically Disadvantaged	2008-2009	13	13	100	62	71	60	0	62	38	0		
	2009-2010	7	7	100		69	56						
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	5	5	100	20	36	43	0	20	80	0		
	2009-2010	6	6	100		36	34						
Limited English Proficient	2008-2009	0	0				47						
	2009-2010	0	0				46						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Holden School
SAU: RSU 63 / MSAD 63
Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	32	32	100	84	82	70	13	72	13	3	32	0
	2009-2010	27	24	89	88	73	62	21	67	8	4	24	0
Female	2008-2009	15	15	100	87	88	68	20	67	13	0		
	2009-2010	14	12	86	83	80	61	17	67	8	8		
Male	2008-2009	17	17	100	82	78	71	6	76	12	6		
	2009-2010	13	12	92	92	65	63	25	67	8	0		
Caucasian/White	2008-2009	30	30	100	83	82	71	10	73	13	3		
	2009-2010	27	24	89	88	73	63	21	67	8	4		
African American/Black	2008-2009	0	0				45						
	2009-2010	0	0				31						
Hispanic	2008-2009	0	0				50						
	2009-2010	0	0				52						
Asian or Pacific Islander	2008-2009	0	0				70						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	2	2	100			55						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	5	5	100	60	62	58	20	40	20	20		
	2009-2010	4	3	75		50	50						
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	5	5	100	60	67	46	0	60	20	20		
	2009-2010	4	1	25			33						
Limited English Proficient	2008-2009	0	0				46						
	2009-2010	0	0				35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	37	37	100	51	53	66	3	49	43	5	36	1
	2009-2010	35	34	97	82	74	62	24	59	9	9	33	1
Female	2008-2009	18	18	100	56	53	66	6	50	44	0		
	2009-2010	17	16	94	75	79	62	25	50	19	6		
Male	2008-2009	19	19	100	47	53	67	0	47	42	11		
	2009-2010	18	18	100	89	71	63	22	67	0	11		
Caucasian/White	2008-2009	35	35	100	54	55	67	3	51	40	6		
	2009-2010	32	31	97	81	73	63	23	58	10	10		
African American/Black	2008-2009	0	0				46						
	2009-2010	0	0				36						
Hispanic	2008-2009	0	0				61						
	2009-2010	0	0				45						
Asian or Pacific Islander	2008-2009	0	0				68						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	2	2	100			59						
	2009-2010	3	3	100			49						
Economically Disadvantaged	2008-2009	13	13	100	46	42	54	8	38	54	0		
	2009-2010	7	7	100		56	50						
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	5	5	100	40	27	41	0	40	60	0		
	2009-2010	6	6	100		73	36						
Limited English Proficient	2008-2009	0	0				43						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School: Holden School
SAU: RSU 63 / MSAD 63
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	99 100	99 99	80	79 68	71 69	98	99 100	99 99	74	70 65	63 61	96	95	95
Caucasian/White	98	99 100	99 99	82	80 69	71 69	98	99 100	99 99	75	71 65	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	*	100 98	99 99	63	66 42	60 56	*	100 98	99 99	63	53 50	50 47			
Students with Disabilities	*	* *	97 98	*	33 13	36 28	*	* *	97 98	*	43 19	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.


Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	5	2	7	1	0	0

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>